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ABSTRACT

This pamphlet suggests activities that may be used in the elementary school classroom. Chapter I lists various short plays that children can easily perform which encourage their imagination. Chapter II details a few quiet classroom games such as "I Saw," "Corral the Wild Horse," "Who Has Gone from the Room," and "Six-Man-Football Checkers." A number of active games are listed in Chapter III, and exercises, body mechanics, and stunts are emphasized in the remaining two chapters. (Two appendixes listing related filmstrips and books are given.) (JB)

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THE CLASSROOM TEACHER SERIES IN HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION

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Classroom Activities

by

FRANCES R. STUART

New York State Department of Education

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FOREWORD

ELEMENTARY CLASSROOM TEACHERS consider themselves, first of all, teachers of children and accept the responsibility for furthering the all-round development of each child.

Only the classroom teacher is in a position to see that each child has a proper balance between vigorous play, rest, and relaxation and that each child has happy and worthwhile play experiences. She can also keep a check on the physically handicapped and see that they too have opportunities for activities that will help them to develop within the limits of their endowment or temporary physical impairment.

The classroom teacher has a unique opportunity to integrate all the separate areas of the course of study and make each aspect a part of a meaningful whole for the child. During the day opportunities constantly occur for the introduction of physical education. Folk dancing can be taken up when other countries are studied, games and contests provide opportunity for teaching arithmetic, and so on.

In those elementary schools that have a teacher of physical education or a consultant in this field, the classroom teacher can draw upon the specialized knowledge of the former to enrich her own teaching program.

Every classroom teacher should have a play shelf or box for games, puzzles, toys, balls, jumping ropes, and so forth, which are available for use before school, during physical education periods, noon hours, and other times when the teacher sees fit to permit all or a few of the children

to participate. A committee of children will readily accept the responsibility for caring for the supplies owned by their classroom. This is another opportunity for developing both leadership and followership in the elementary school child.

Children of elementary school age need from four to five hours per day of activity, a portion of which is the responsibility of the school. Whenever possible, children should have sufficient play space either indoors or outdoors for active participation. During inclement weather or in schools where gymnasium facilities are either not available or limited, the activities presented in this pamphlet may be used to meet part of their physical needs.

The purpose of this pamphlet is to suggest activities that may be taught and enjoyed in the classroom. Because rhythms and dances will be discussed fully in another pamphlet of the series, only a few are mentioned in this one.

An almost unlimited supply of material is available in the area dealt with in this pamphlet; but in order to conform to the requirements of the series, only the more important have been selected.

Many times the teacher may have to modify the rules to conform to the children's abilities or to the available facilities. Since the suggested activities should be integrated as much as possible with the other areas of the school day, often the names used in an activity can be changed to those of a story, a country, a season, and so on.

No attempt has been made for grade placement of the activities because of the wide range in children's experiences throughout the country. The teacher should select activities according to the maturity, past experiences, and skill of each child.

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CHAPTER II	Quiet Games
CHAPTER III	Active Games
CHAPTER IV	Body Mechanics
CHAPTER V	Stunts and Tumbling

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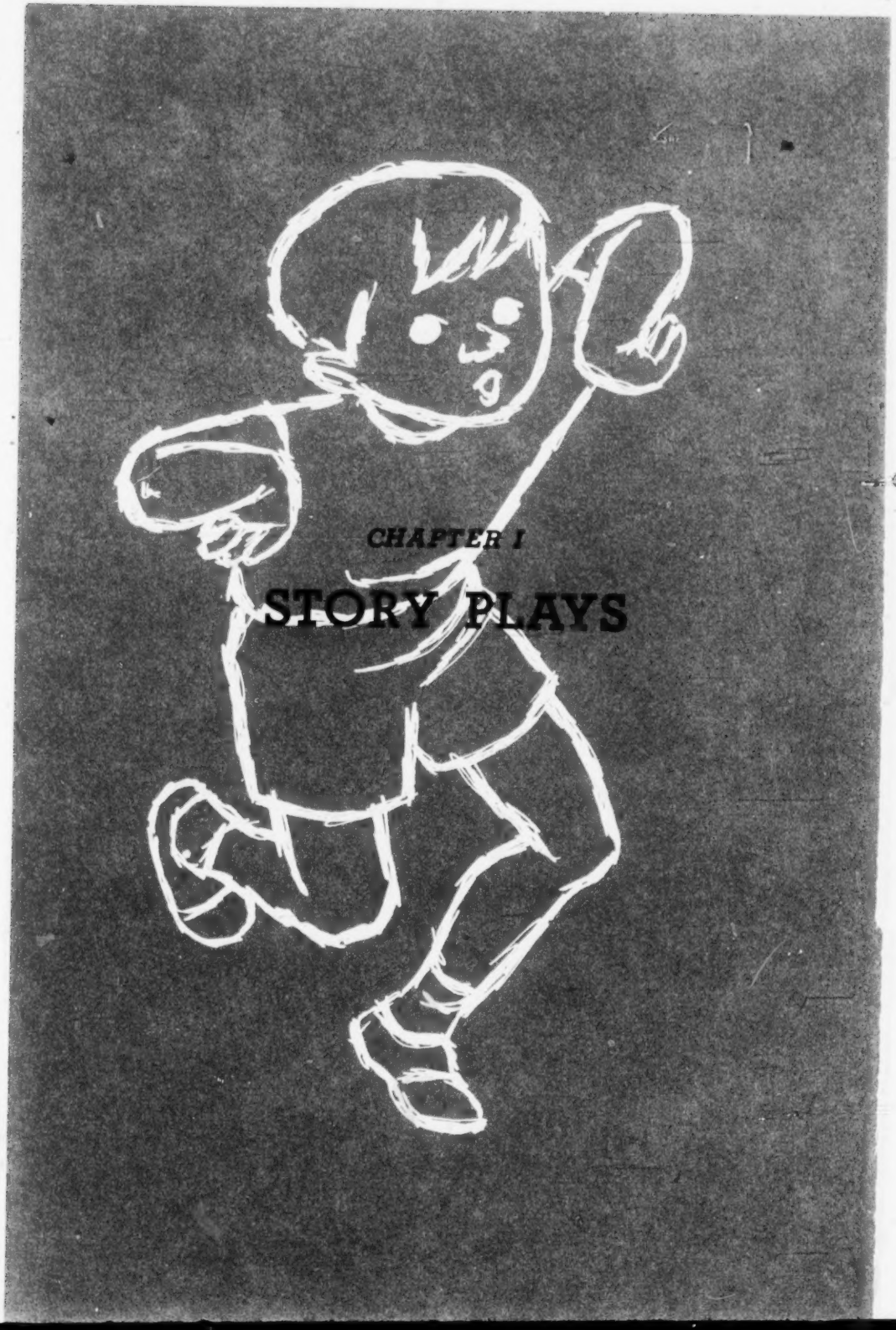
A—Films and filmstrips

B—Books



CHAPTER I

STORY PLAYS

Children enjoy a make-believe world and they should be given many opportunities to encourage such self-expression and socialization. They will make up story plays about anything that concerns them. Often these plays are completely imaginative, but many times they are imitations of favorite television programs, stories, adult activities, and so on. A good teacher is able to stimulate these interests through the numerous school experiences and from these self-expressive activities learns many new things about the children. Because the most enjoyable story plays originate with the children, it is difficult to outline definite procedures for their development. Only two examples are given with a few suggested activities for movement.

HALLOWEEN

1. Run to the field where the pumpkins grow.
2. Climb to the top of the fence and jump down.
3. Bend over and hunt for a pumpkin to be used for a jack-o-lantern.
4. Stoop down, cut it from the vine, lift it, and carry it to the fence.
5. A few children can climb over the fence; then the others hand all the pumpkins to them. They must set each pumpkin down carefully so as not to damage it.
6. The rest of the children climb over the fence.
7. Each child stoops down and lifts his pumpkin, and then carries it back to the school room.
8. Each child makes a jack-o-lantern, and then shows it to the class.

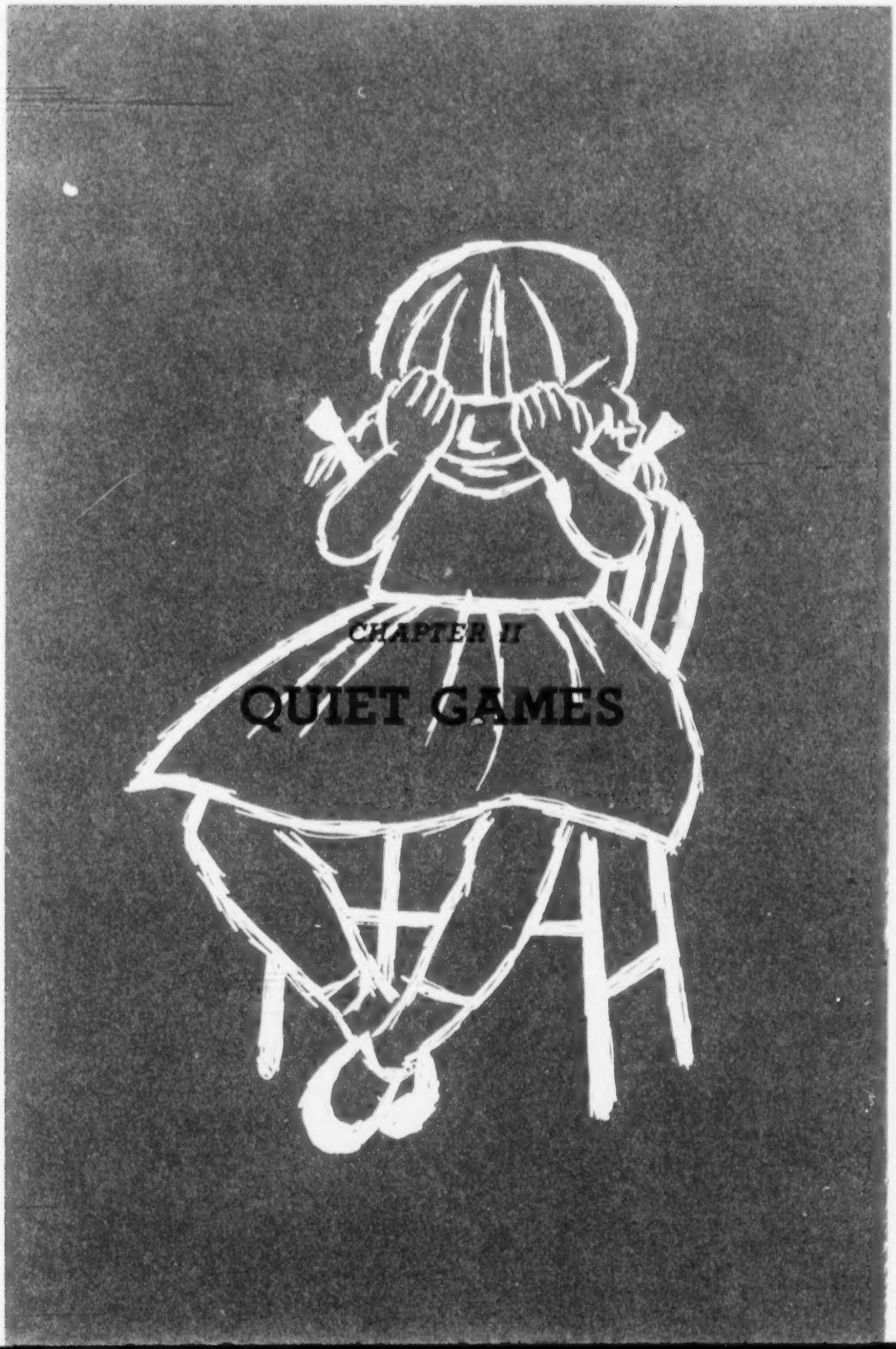
A TRIP TO THE MOON

1. Skip to the airport.
2. Get into a space suit.
3. Take off in the rocket ship; feel the pressure.
4. Reach the moon; climb out of the ship.
5. Bounce along the Moon because there is less gravity.
6. See Mechanical Men of the Moon.
7. Return to the Earth.
8. Skip home.

If children are consulted as the play progresses, they will suggest most of these things themselves.

A FEW IDEAS FOR STORY PLAYS

Fall	*Winter*	*Spring*
Firemen	Bringing home the Christmas tree	Picnics
Going to the country	Santa and his reindeer	Circus
Cowboys	Santa's toy shop	Playing marbles
Indians	Snowflakes	Helicopters
Pilgrims	Skiing	Parachute jumping
Autumn leaves	Sledding	Trains
Halloween	Washington's Birthday	Planting a garden
Going to school		At the seashore
		Swimming
		Easter



CHAPTER II

QUIET GAMES

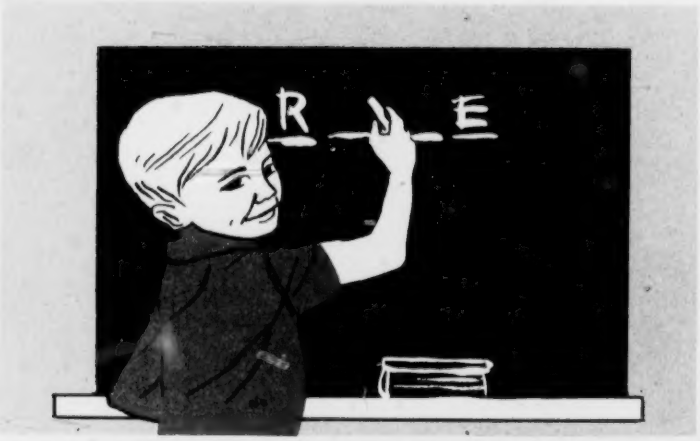
I SAW

A circle is formed with one child in the center. He says, "On my way to school this morning I saw . . . " and then imitates what he saw. The others guess what he saw. The one guessing correctly goes into the center, and the game is played again from the beginning. If no one guesses correctly, the one in the center tells what he was imitating. If the imitation was poor, he joins the circle. If it was good, he is praised and is allowed to imitate something else.

TEA POT

While *it* is out of the room, the rest of the class decides upon some object in the room for *it* to guess.

When *it* is invited back, he stands in front of the class and calls on someone to describe the object. Each person called on describes the object, but the word "tea pot" is used in place of the object itself. After each child gives his description, *it* is allowed to make a guess. The player who says something which enables *it* to correctly guess the name of the object becomes the new *it*. The game continues for a specified length of time.



CORRAL THE WILD HORSE

One player is called the "cowboy" and his opponent is called the "wild horse." The cowboy selects a word to write secretly on a piece of paper and shows the rest of the class (example: "rope"). The wild horse tries to guess the word. The cowboy gives the wild horse three hints in the following way:

First: The cowboy shows the wild horse how many letters are in the word by drawing one dash for each letter (example: - - - -).

Second: The cowboy shows the guesser what the first letter of the word is by printing that letter over the first dash (example: R - - -).

Third: The cowboy shows the guesser what the last letter of the word is by printing that letter over the last dash (example: R - - E).

Before the wild horse commences to guess, the cowboy draws the beginning of a corral on the blackboard by drawing six posts. Each time the wild horse guesses a letter that is not in the word, one rail is drawn. On the sixth wrong guess, the last rail is drawn and the wild horse is tamed, or corralled, thus losing the game. If the word is completed before the last rail is drawn, the wild horse wins the game and becomes the cowboy for the next game.

DUCKS FLY

Players stand. The leader, who stands in front, faces the group, and calls out, "Ducks fly, birds fly, horses fly, etc." When he names an

animal which does fly, the group goes through the motions of flying by raising their arms high above their heads and then lowering them to their sides. If he names an animal which does not fly, they must not fly. Anyone who "flies" when an animal is named which does not fly or anyone who does not fly when a flying animal is named is out of the game. The last player becomes the leader for the next game.

GOOD MORNING

The children sit in their seats while the child who is *it* sits in a chair in front of the room with his back to the class. Some child is chosen to go up, tap the child on the shoulder, and say "Good morning." *It* must guess who the child is that said "Good morning." If he guesses correctly, he is *it* for the next game. If he does not guess correctly, the child becomes the new *it* and the game continues.

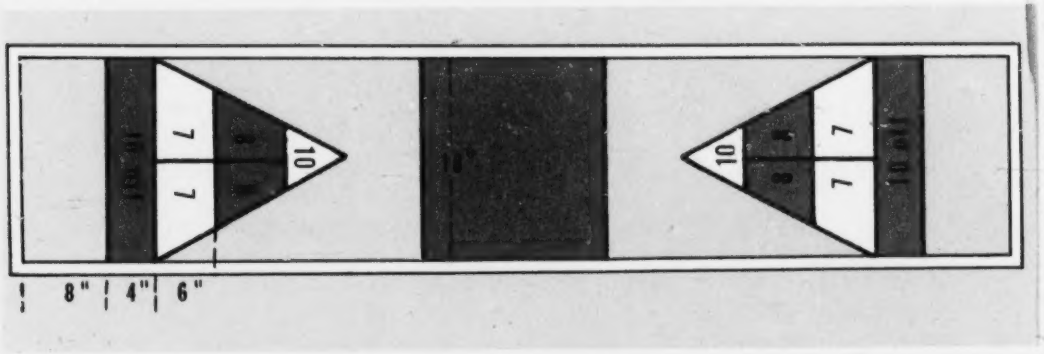
The game may be changed by saying "Good afternoon," "Merry Christmas," and so forth.

WHO HAS GONE FROM THE ROOM

All are in their seats (or in a circle) with the one who is *it* closing his eyes while the teacher indicates which child shall leave the room. After he has left, *it* opens his eyes and guesses who has gone. If he names the child correctly, that child is *it* the next time. If he fails to name the child, he closes his eyes; the child returns to the room, and opening his eyes, he guesses who has returned. If he fails he must be *it* again.

TABLE SHUFFLEBOARD

Shuffleboard is played by either two persons (called singles) or by four persons (called doubles). The object of the game is to push discs with a cue on to a scoring diagram at the opposite end of the diagram,



thus scoring, and also to prevent opponents from scoring by pushing their discs from the diagram.

Equipment: A shuffleboard diagram painted on the top of a table, or on oilcloth or paper.
8 discs - 2 inches in diameter and ¾" thick.
4 cues - 18 inches long and ¾" thick.

The game starts with players or teams choosing color. A red disc is shot first from the right hand side of the 10-off area when play starts. Play alternates—red then black—until all discs are shot. After all discs are played, the players (in singles) change sides of the diagram, count the score, and resume play by shooting the discs to the other end. The black discs are shot first this time.

A game is 50 points, or any pre-determined score. The player winning two out of three games is the winner. Scoring depends upon the placement of the discs after they have been played. Red discs on numbers 8, 7, and 10-off area would total a score of 5.

In case of a tie, both sides having reached game point or over, two complete rounds are played and the score is added to the other. The player of the team in doubles having the highest score is the winner.

In doubles (four players) the partners play at opposite ends, but on the same side of the court. One team uses the red discs and the other the black, throughout play.

Players may stand or sit in playing this game.

BASEBALL WITH CARDS

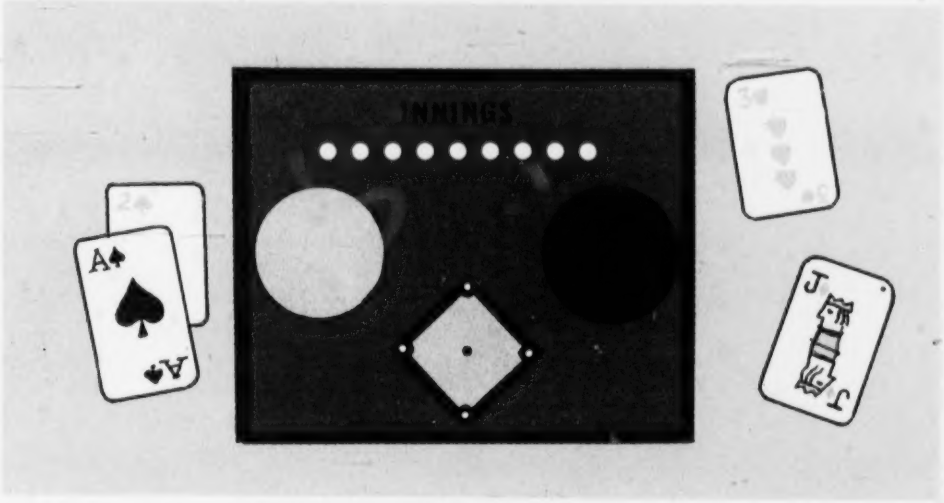
This is a baseball game played with cards. It is for two players, each of whom acts as captain for his team. The match is red against black, one player taking the red cards, the other the black.

Equipment: Board 8 by 10", 4 red marbles, 4 black marbles, 1 match peg, 2 small pieces of tin for hands, green paint and varnish.

First determine the side who is to be at bat by drawing for high card. Then shuffle the deck, stack, and place face down between the players. The player who is not at bat does the pitching; so he takes a card from the top of the deck and turns it face up. If the card is a color of the team at bat, it is an advantage; if the other color, a disadvantage.

For example, if the red team is at bat:

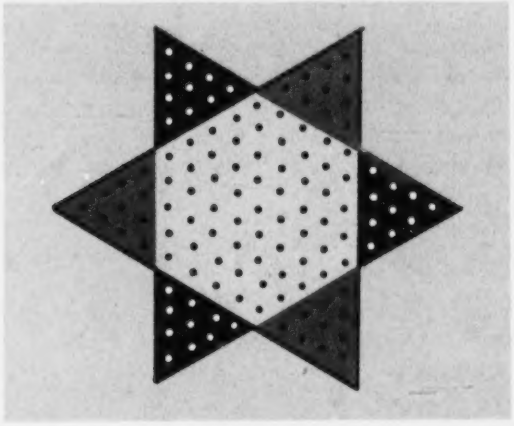
A red ace is a home run.
A red king is a three-base hit.
A red queen is a two-base hit.
A red jack is a single.
Each red card from 2 to 10 is a ball; four balls give a player a base.
But a black ace is out.
A black king, queen, or jack is a foul and counts as a strike.



Each black card from 2 to 10 is a strike and three strikes is out.

When the red team has had three outs, the black team goes to bat and the same rules apply only in reverse.

Use marbles for runners on the diamond. Use the circles at the top of the board to keep track of runs. Move the peg one hole each time an inning is completed. Nine innings constitute the game.



CHINESE CHECKERS

This game is best for two to four players.

Equipment: Board with holes drilled in a six-pointed star pattern. 10 men for each player (marbles or pegs). The game may also be played on painted oilcloth using golf tees for men.

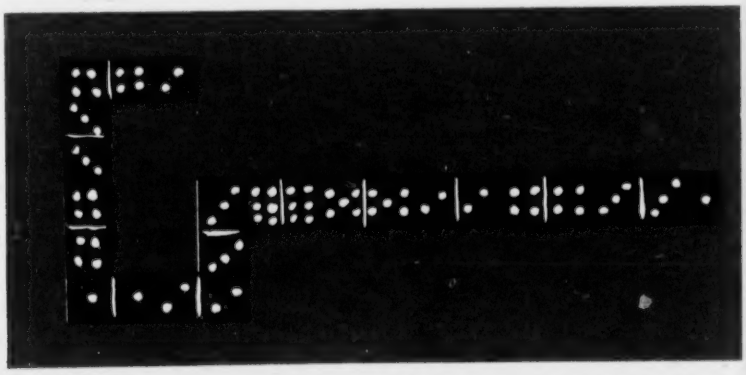
Rules: Each player places 10 men in one point of the star. Each player moves in turn, attempting to get all of his men over into the opposite point of the star. A player may jump as many times as he has opportunity in any direction either his own or his opponent's men. A player must follow the lines between intersections. He must not move into any star point other than his own and the one opposite.

DOMINOES

A set of dominoes usually consists of twenty-eight pieces, each divided into two parts with a number of spots on each.

The Block Game. The dominoes are placed on the table face-downward and shuffled. Then each player draws one and when these are turned up, the player with the fewest spots is the one to start the game. The dominoes are now shuffled again, and each player takes seven pieces which he looks at, but conceals from the other players.

The first player now puts a domino down, say the 6-5, and the next player has to play a piece with a 6 or 5 on it. This he places against the corresponding number. Then the next player's turn comes. If the second player puts a 6-3, then the third player would play to a 5 or 3 because they are the end figures. Thus the play goes on until a player has used all his pieces, which results in his winning the game. If there comes a deadlock and no player can match the numbers that are up, then all the outstanding pieces of the players must be turned up; and he wins who has the fewest spots.



The Drawing Game. This game is played in exactly the same way as the block game, except that when a player cannot go, instead of passing he must draw from the unused stock of dominoes until he is able to play. Two dominoes, however, must always be left face-downward on the table and not drawn. In both the games described it is always best to play the high pieces, such as double 6, 6-5, double 5, and so on, first, so that if at the end no one can go, a player may have as few spots left as possible.

SIX-MAN-FOOTBALL CHECKERS

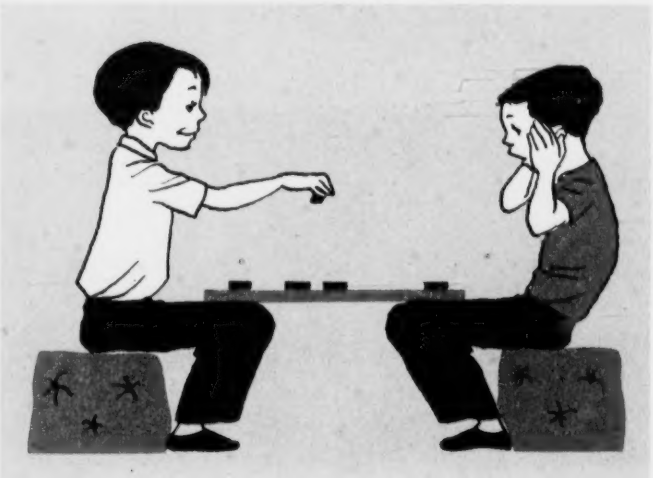
This game is for two players.

Equipment: A checkerboard, 12 checkers (6 of one color, 6 of another), and a thumb tack, which represents the football and is attached to the ball-carrying checker.

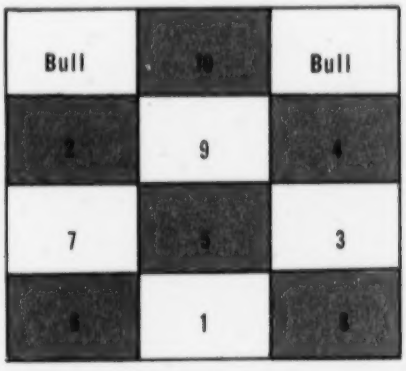
At the start of play, players agree who is to have the ball and put the tack in one of the checkers that will be the ball-carrying checker. The object of the game is to move the ball-carrying checker across the board to the first row of the opponent's side of the board. This can be done by moving forward, backward, sideways, *never* diagonally.

Rules:

1. Move one checker at a time.
2. Checkers may be placed so you can jump as in regular checkers.
3. No checkers are removed from board.



4. If the opponent jumps the ball-carrying checker, the thumb tack is placed on the checker that jumped, and the game continues until one side makes a touchdown.
5. A touchdown scores 5 points.
6. A set of four touchdowns made by either side is considered a game.
7. The player having the most touchdowns at the end of 4 sets or 4 touchdowns inclusive is declared the winner.



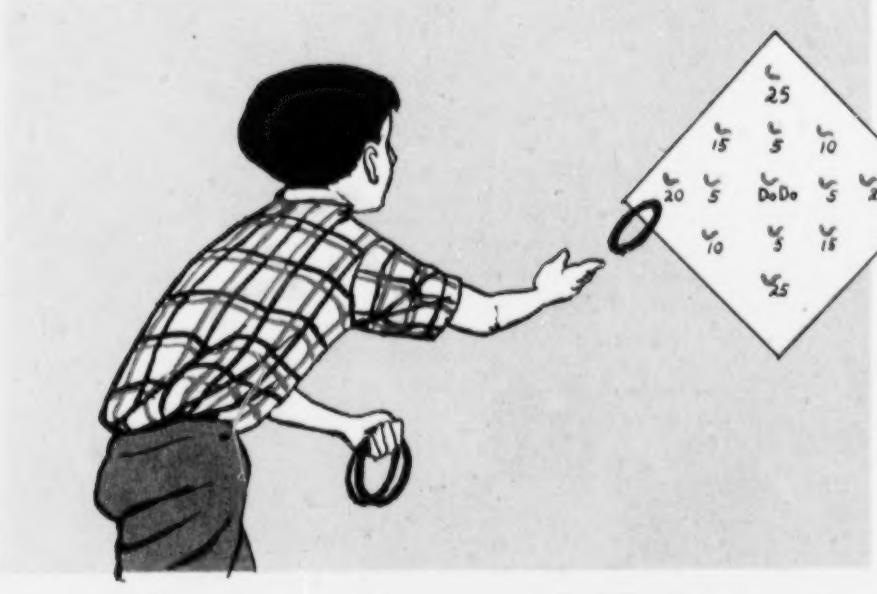
BULL BOARD

Small rings or washers are tossed onto a board marked according to the diagram above. Add the numbers that the rings fall on. The game may be 100 or 50. If a ring falls on "bull," the player loses all of his score.

100 OR BUST

This game is similar to the preceding. The board, however, must hang on a wall or be propped against the back of a chair.

Equipment: A board 24" square with 13 curtain hooks at points indicated on the diagram below, each hook numbered as shown; and 5 rope rings. The latter may be made by forming ¾" rope into 6" rings, plaiting the end strands together and taping with friction tape.



Play: The players stand 6 to 10 feet from the Board, depending on their skill, and try to land the five rings on the hooks.

The aim of the game is to make a score of exactly 100—more than 100 is "bust," and a player must start over again. Ringing the *dodo* takes 30 from the total score.

BUZZ

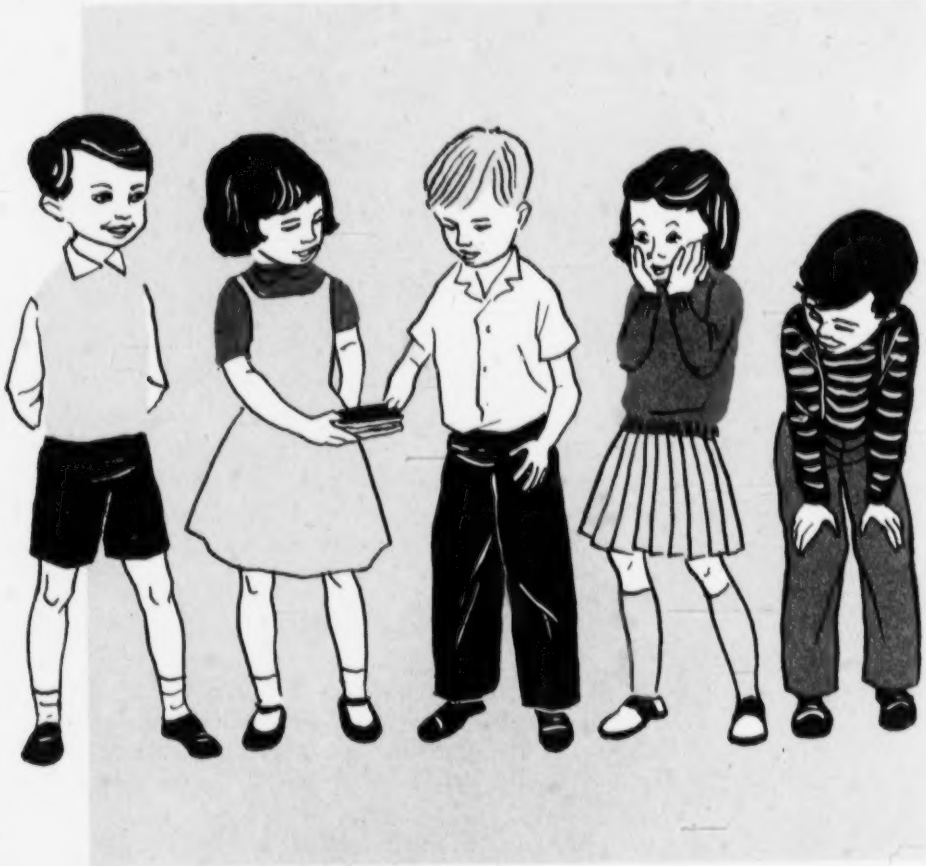
The children start counting around the room consecutively in any regular order. But when the number seven is reached, or any number containing seven, or any multiple of seven, it must not be said. Instead, the child whose turn it is says "Buzz." Hence "buzz" would be substituted for fourteen, twenty-seven, twenty-eight and thirty-five, for example. Seventy-one is "buzz-one"; seventy-two is "buzz-two"; seventy-seven is "buzz-buzz." Any child who makes a mistake drops out of the game, and the one remaining in longest wins.

A variation is to use two numbers at the same time, one to be the "buzz" number, the other to be the "fizz" number.

HOT POTATO

All the children except one form a circle around the room. One player is chosen to be *it* and does the calling. An eraser is given to one child.

When the child who is *it* calls "Pass the potato," the player with the eraser starts passing the eraser (not throwing it) to his right or to his left. After a short period of passing from one player to another, *it* calls, "Hot potato!" Whoever has the eraser at that moment becomes *it*.



I SAY STOOP

One child who is chosen to be the leader stands at the front of the room. The other children stand to the right of their seats.

The leader stoops or stands, saying with each action, "I say stoop!" or "I say stand!" Occasionally, however, he stoops when he says "I say stand!" and vice versa. The players must follow his commands rather than his actions. Children who fail to do so must sit down. The last player to remain standing is the leader next time.

GOSSIP

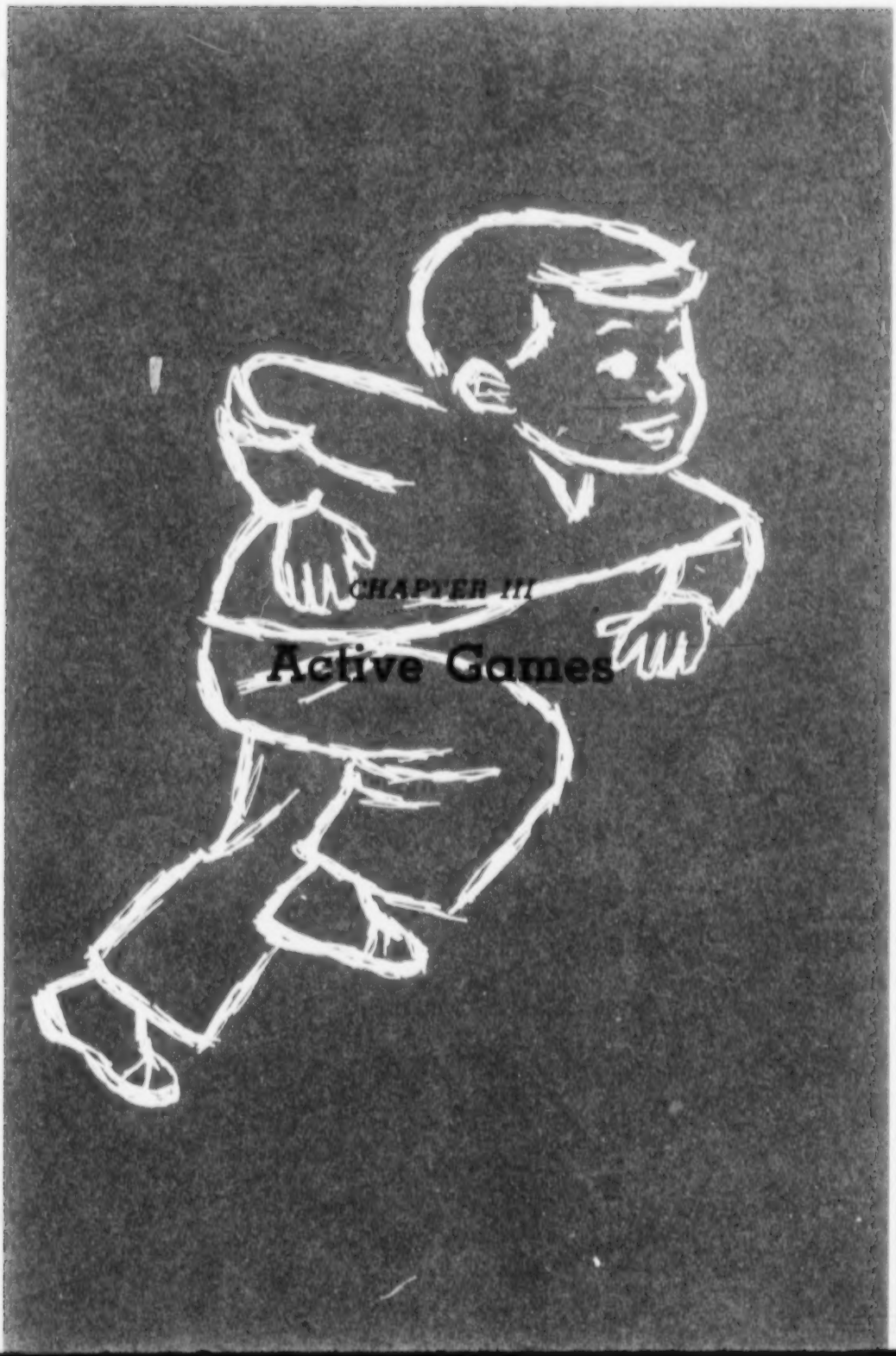
The children are seated in a row or in a circle. One child starts the game by whispering a secret rapidly into the ear of his neighbor, who whispers what he thought he heard to his neighbor, and each child does likewise until the last child hears the secret. The sentence cannot be

whispered more than once to a listener. The last child tells the group what he thought he heard, and then the next to last child, and so on back to the one who started the "secret."

POOR PUSSY

The children are seated in a circle. One child who is chosen to be "Poor Pussy" stands in the center.

Poor Pussy kneels before some child and meows three times. Every time he meows, the child whom he is facing must say, "Poor Pussy!" without laughing. If he laughs, he becomes Poor Pussy. If he doesn't laugh, the pussy must try someone else.



CHAPTER III

Active Games

ANIMAL RELAYS

Relays may be varied by the players progressing to the goal and back in the manner of some animal walk. Some of these variations may be: 1) donkey walk (traveling on all fours to the goal, imitating the donkey's kick and bray); 2) crab walk (walking on all fours face up); 3) lame dog (walking on two hands and one foot); 4) bear walk (walking on all fours, feet going outside of hands); 5) duck walk, walking on two feet in a squat position, and so forth.

POLICEMAN

The player who is *it* stands on his goal at one end of the room. The other players are grouped at the other end. *It* turns his back to the players, counts "1-2-3-4-5-6-7-8-9-10-Red Light!" The others advance toward him as he counts, but they must stop as he calls "Red Light." He turns then to see them; and if he sees anyone moving, he sends him back to the starting line. The object is to see which player can first reach the goal line.

THE HUNTERS

The children are given the names of animals—bears, rabbits, foxes, lions, or tigers. The first child in the row says "bear"; the second one, "rabbit"; the third one, "fox"; the fourth one, "lion"; the fifth one, "tiger"; and then start over with "bear," "rabbit," etc. One player is chosen to be the "hunter." The hunter walks up and down the aisles and across the front or back of the room. When the hunter thinks the tigers, for example, are far away from their dens, he calls, "Bang! tigers!" All the tigers then run to their seats. The first one to reach his seat becomes the "hunter," and the game continues.

SUPERMAN

One child is the superman. He stands and says, "Who wants to go with me?" Those who do say, "I do," and fall in line behind him, who then leads them anywhere within a designated area. They must follow him and do everything that he does. Suddenly he calls, "Superman!" and all run back to their seats. The one who first gets back in his own seat becomes the next Superman.

PUMPKIN RELAY

Boys and girls are seated with six players in each row. They may be seated at desks or on the floor. The remaining children may stand in the back of the room as observers.

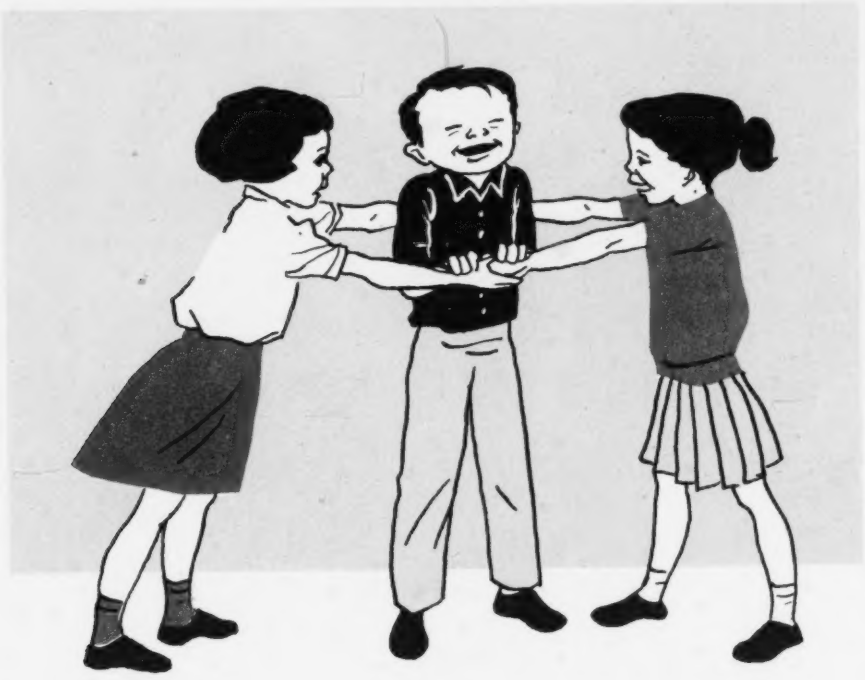
Each Number one player in the row has a piece of chalk. On the signal "Go," Number one players run to the blackboard and draw an outline of a pumpkin. They return to their seats and hand the chalk to Number two players, who run to the blackboard and place a stem on the pumpkin. Number three players draw one eye. Number four players draw the other eye. Number five players draw the nose. Number six players draw the mouth and return the chalk to Number one players. The teams then stand. The first team to stand is the winner.

To assure each team an equal chance, squares may be drawn on the board in which the pumpkins must be placed.

This game may be played at Christmas by drawing Christmas trees with decorations.

MAGIC BRIDGE

Six or more children are chosen to make bridges. A bridge is made by two children standing facing each other, clasping hands and raising arms. The game starts with three or four bridges. The bridges are places in the aisles, front, or back of the room. The other children walk, skip, or run to music, up and down the aisles, around the room, going under the bridges. Every so often the music stops.



As the music stops playing, the children who are bridges lower their arms and try to catch a player as he goes under the bridge. All the players caught form bridges and the game continues. The last player caught is the winner. If a player, when caught, has no partner to make a bridge with him, he stays out of the game until the music is stopped again.

FROG MAN

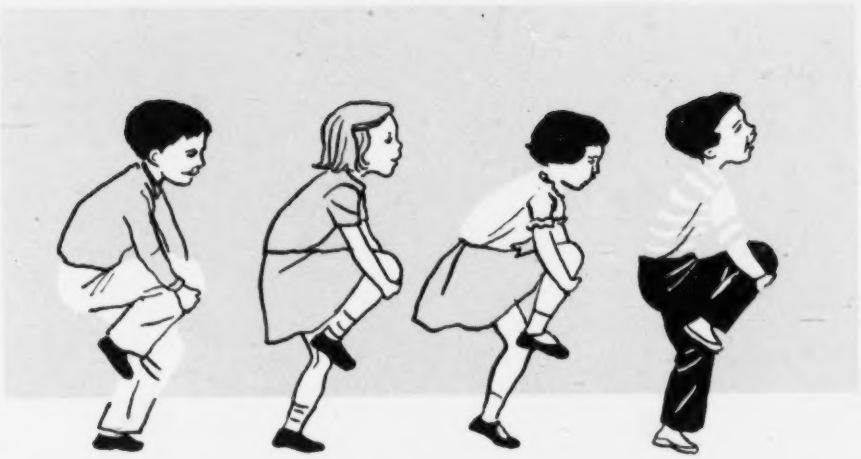
One child is chosen to be the "Frog Man." His chair is taken away, or if the room has desks, a book is placed on the desk to indicate it is not to be used. The same thing is done with other vacant seats. Frog Man comes to the front of the room and stoops down like a frog. Eight

or more children are chosen to form a circle around the Frog Man. They join hands and walk or skip around the Frog Man saying, "Frog Man, Frog Man, in the sea." They continue going around the Frog Man chanting as they go, until the Frog Man hops up and starts to run to a vacant seat. The boys and girls in the circle let go of hands and run back to their seats. The one left without a seat becomes the new Frog Man. Anyone becoming Frog Man three times is dropped from the game.

CAN YOU TELL

Five children are chosen by a leader to follow him up and down the aisles and around the room. When the leader thinks the children following him have walked, skipped, or run long enough, he claps his hands. Upon this signal the children go back to their seats.

The leader then says, "Can you tell who was following me?" Someone from the group then calls the children up to the front of the room and places them in order in the line. If he is successful, he becomes the leader and chooses six children to follow him, and the game is played again.



Each time the game is played another player is added to the line. Older children may begin the game with seven or eight in the line.

CAT AND CHEESE

The sleeping cat sits in the center of a circle of "mice" with a piece of cheese (eraser, book, or any similar article) about 6 inches in front of him. A mouse attempts to sneak up on the cat and snatch the cheese without being heard. If the cat hears him coming, he may open his eyes and chase him to his "hole" (the vacant place in the circle). The object of the game is for the mouse to snatch the cheese and run to the hole without being caught. The child who is successful takes the place of the cat.

EXCHANGE TAG

The child who is *it* stands in front of the room. The teacher calls the names of any two children who, as soon as their names are called, exchange seats. The one who is *it* tries to tag one of them before they reach each other's seat. The one tagged becomes *it* for the next time.

BLACK BOARD RELAY

Teams are formed by aisles. When the relay begins, each player runs to the blackboard and writes a number. The last child must add all of the numbers for his team. The team wins that finishes first with the numbers correctly added and with no fouls against them.

POISON SEAT

All vacant seats in the room are indicated by turning up the seats or by placing a book on the desk. Those seats are called "poisoned." One player is *it*. His seat is marked as the vacant seats are. He stands in

front of the room. He calls "change," whereupon all players must change seats. *It* also attempts to get a seat. The player failing to get a seat comes to the front of the room and the game is repeated with that player as *it*. Anyone becoming *it* for the third time is out of the game. Seats marked poison are not used.

WHISTLE BLOW, FREEZE, STATUES

Fundamental skills are running, jumping, hopping, and skipping. There is much activity in a short period of time. At a given signal the children engage in the activity suggested. At the sound of the whistle, they stop instantly (DEAD) and wait for the next suggestion. Make sure to remind the children that in this game they do not touch anyone. Suggested activities can come from the children.

OVER AND UNDER RELAY

Players are in relay formation. The first player in each line has a ball. At the signal to start, the first player passes the ball over his head to the second player who passes it between his legs to the third. The ball is passed over and under the whole length of the line. The last player, upon receiving the ball, runs forward to the front of his line and starts the ball again. This is continued until the line is back in its original line-up and the ball in the hands of the original first player. The line finishing first wins.

SQUIRREL WITH A NUT

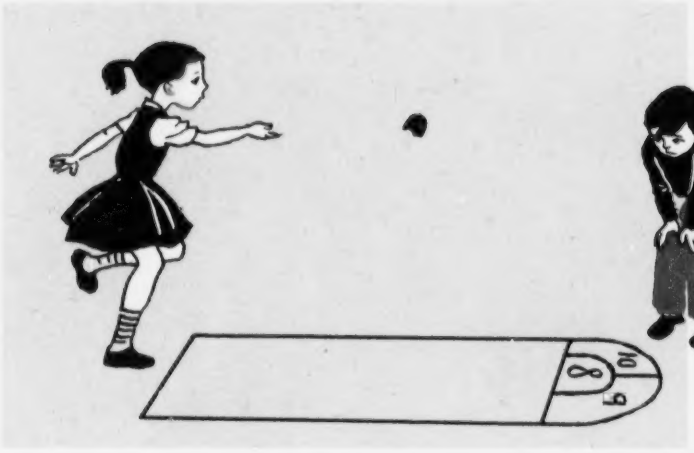
All the children except one sit at their desks with their heads resting on an arm as though sleeping, but with a hand outstretched. The odd child is the "SQUIRREL."

The squirrel, who carries a nut (or piece of chalk), runs quietly about the room and drops the nut into the open hand of a child. The child jumps up from his seat and chases the squirrel, who is safe only when he reaches his nest (seat). If the squirrel reaches his nest without being caught, he may be squirrel again. Otherwise, the child who catches him becomes the squirrel.

CHANGING SEATS

Children sit alert, ready to move either way. The teacher calls, "Change right!" and each child moves into the seat to his right. When the teacher calls, "Change left!", each moves left.

The fun comes from the quickness and unexpectedness of the commands. For example, they may be "Change right!" for several times, then "Change left!" The row at the extreme right or left, without seats, must run across the room and secure vacant seats there.



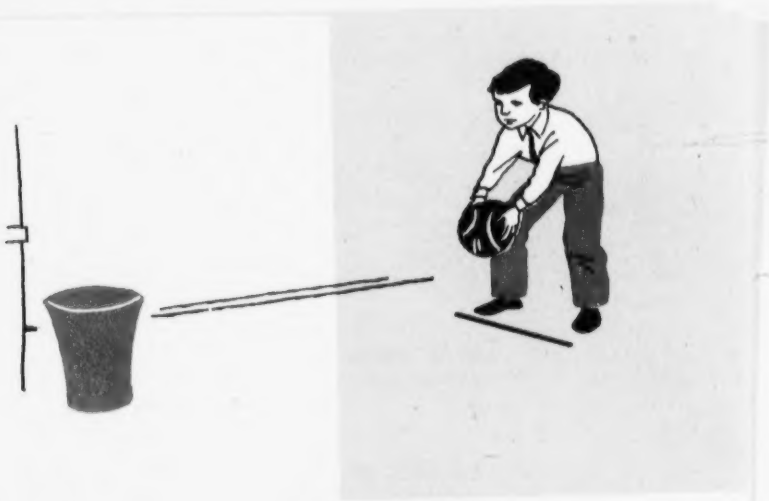
HOPSCOTCH PITCHING

The player stands on one foot behind the baseline with a puck (rubber heel) in one hand. The player tosses the puck, aiming for blocks 8, 9, and 10. If the puck lands in either of the three blocks, he receives a point. If the puck lands on the line, no point is scored.

SOFTBALL BOWLING

In this bowling game two softballs are used, one serving as the bowling ball, the other as the object.

The bowler stands any distance he chooses behind the foul line, takes any number of steps he chooses, and rolls the ball using an under-hand throw with a vigorous swing of the arm. If the bowler hits the stationary softball, he scores a point. If the bowler steps over the foul line in the act of throwing and hits the softball, no point is scored. If the ball is bouncing and strikes the stationary ball, no point is scored.



WASTEBASKET SHOOTING

The player stands behind the baseline and throws a soccer ball directly into a wastepaper basket using a two-hand under-hand throw. If the ball goes into the basket, a point is scored. If the player steps over the baseline, no point is scored.

CHAIR RING TOSS

The player stands behind the baseline and throws a deck tennis ring, aiming to ring a chair leg of an overturned chair. If he rings a chair leg, he scores a point. If he steps over the baseline, no point is scored.

NEWCOMB

Newcomb, a modification of volleyball, develops the ability to throw and catch.

Equipment: A net or rope is stretched across the center of the room or other area. A 7" playground ball, bean bag, or plastic ball may be used.

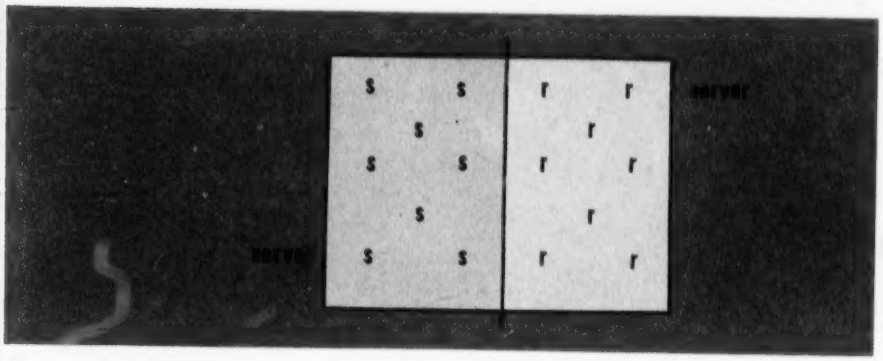
The Game: The class is divided into two equal teams. Each player is given a number for serving. The server stands behind the base line and must throw the ball over the net into the opponent's territory. The object of the game is to throw the ball over the net in an attempt to strike the floor in an unguarded place in the opponent's territory.

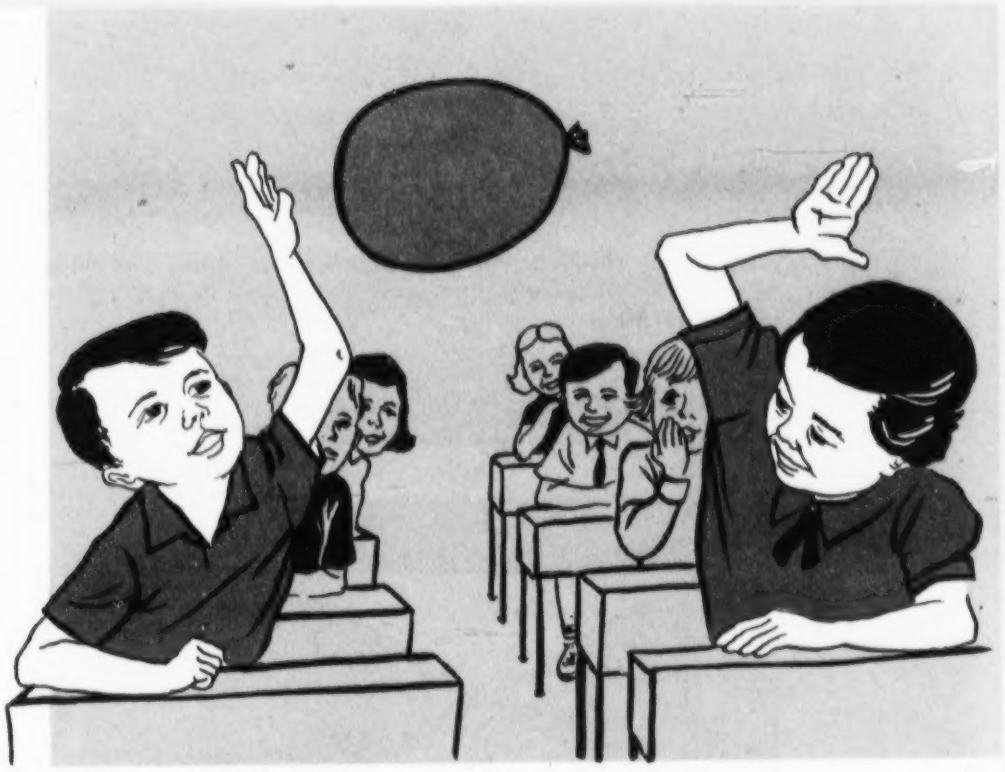
The Play: The game begins with the server of one team throwing the ball over the net. The opposing team attempts to catch the ball. The ball is thrown back and forth until it drops to the floor.

Scoring: Only the serving side scores. The server continues to serve until his side loses a point, then the service goes to the other team.

The serving side scores points as follows: 1) The receiving team fails to return the ball, 2) The receiving team returns the ball so that it hits the net or the ball goes under the net, 3) The receiving team returns the ball but it drops outside of the boundary lines. No passing.

The serving side is out as follows: 1) When the server fails to serve the ball over the net, 2) When the serving side fails to return the ball, 3) When the serving side throws the ball out of bounds, 4) When the receiver passes the ball to a player on his own team.





BALLOON BALL

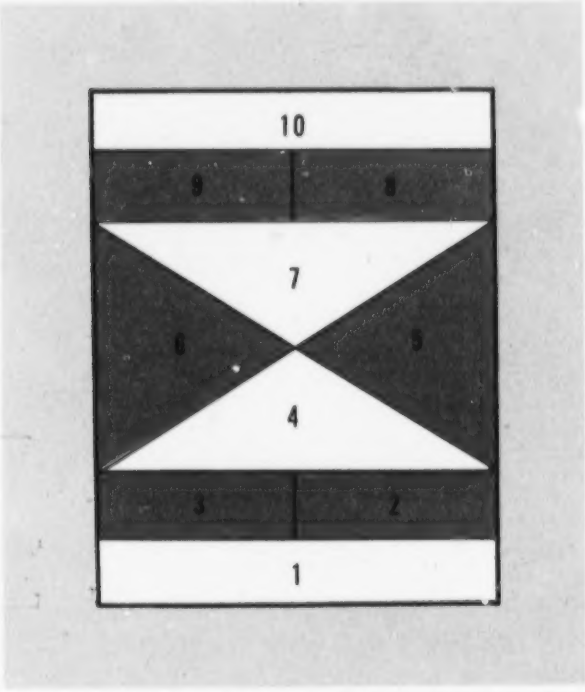
The class is divided into two teams. Rows one, three, and five are Team A. Rows two, four, and six are Team B. The aisle near the windows is Team A's goal, and the aisle near the side wall is Team B's goal; or the left and right sides of the room may be the goals.

A balloon is tossed into the air in the center of the room by the teacher. The seated players strike it with the open hand and try to get it over their opponents' goal. Players may not strike the balloon with their fists or leave their seats. If either of these violations is committed, the balloon is tossed into the air by a member of the team that committed the violation. Each goal counts one point. The team scoring the greater number of points wins the game.

If too many goals are made, one player from each team may be chosen to be goalkeeper. They may stand and try to prevent the balloon from striking the floor in their respective goal areas.

HOPSCOTCH

The players should be divided into small groups so that their turns will come quite frequently. Each group should have its own diagram like the one below.



The first child takes his turn by tossing a small flat stone or similar object into the space that is marked 1. He then hops in after it, landing on one foot, picks up the stone, turns with a hop, and hops out again.

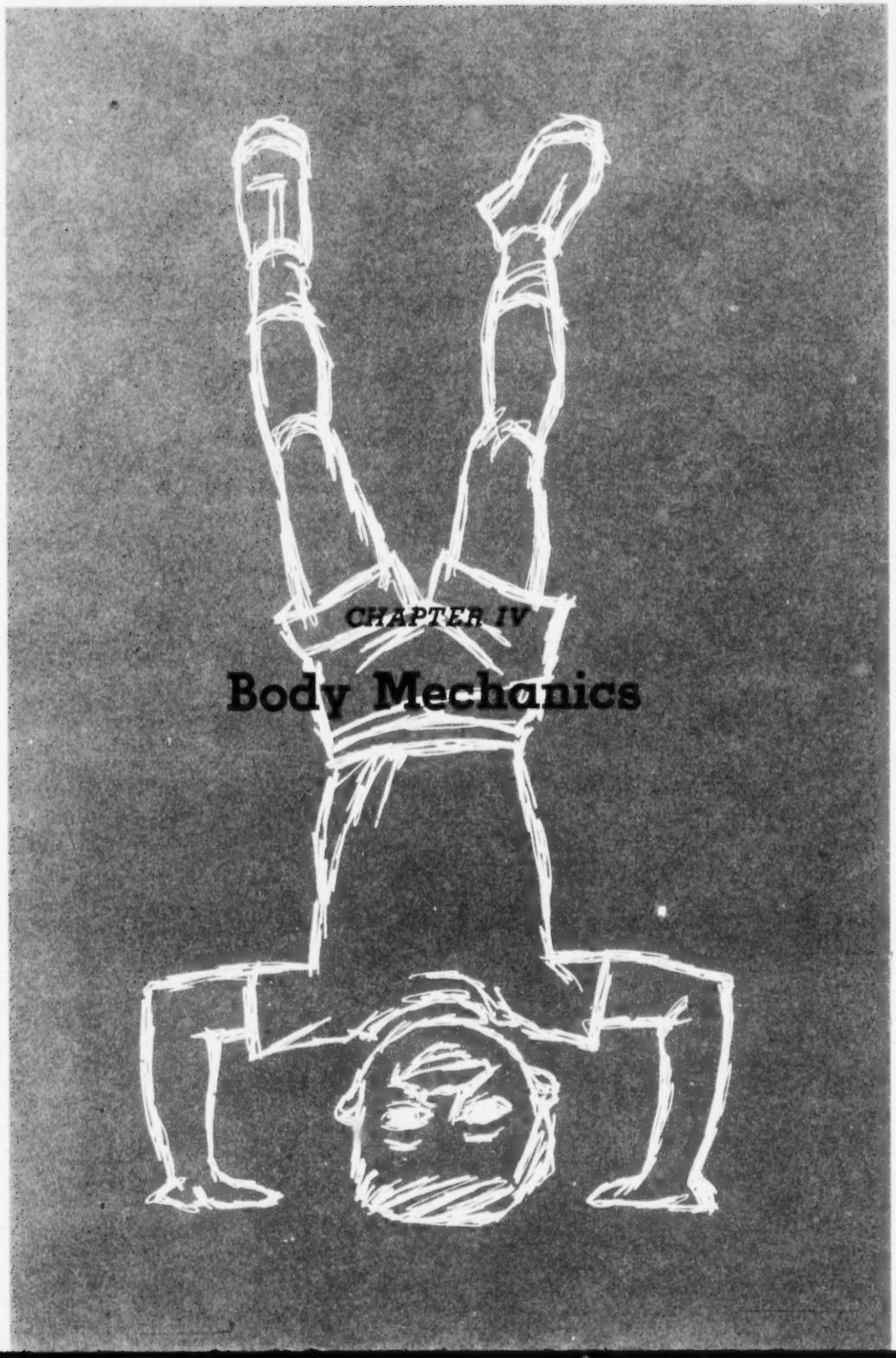
If he achieves this successfully without putting his other foot on the ground or without touching a line, he may toss the object into the space marked 2. He hops into space 1 on one foot; then he hops again, landing with his right foot in space 2 and his left foot in space 3, picks up the stone, turns, reversing the position of feet, hops into space 1, landing on one foot, and hops out.

If this has been successful, he may try for space 3 in the same manner. When he tries for space 4, he lands in space 1 with one foot, in space 2 and in space 3 with one foot in each space, and in space 4 with one foot.

When an error is made, the next player takes his turn. The second turn around, each child continues from the last space where he was successful. The player finishing space 10 first, wins. (Spaces 8 and 9, like 2 and 3, require one foot in each; space 10 is like 1, and only one foot is used.)

MARBLES AND JACKS

Marbles and Jacks should be mentioned in this section, though they are too well known to require description.



CHAPTER IV

Body Mechanics

The basis of all physical education may be summed up in the term, "body mechanics," which describes the balance of body segments, both in motion and repose, through muscular control. Good body mechanics is the most effective way of using the body to achieve the best results with a minimum effort and avoid fatigue, tension, and strain. Good body mechanics involve:

Balance

Good distribution of weight for equilibrium and for the efficient application of force.

Equal development and use of opposing muscle groups.

Balance and control of muscle groups without tension.

Leverage

The line-up of body parts to resist gravity and avoid strain.

The use of many muscles and joints rather than a few when strong actions are involved.

Coordination

Rhythmic action that results in skilled movement.

Instruction in Body Mechanics

Children from grades one through six enjoy learning the fundamentals of body mechanics if the principles are presented in terms

of things important to them and if the examples used are within the limits of their experience.

The following are samples of body mechanics activities which could be practiced in the classroom. Adaptations may easily be made to fit the maturity of the children involved.

1) Helping my dolly or teddy bear stand straight (standing posture)
   (a) Stand feet slightly apart, weight even on both feet. Imagine that the doll (us) has a magic string which can help it. Suddenly the string gives way and lets our head drop down, then the shoulders and arms (like a rag doll), then the back, the knees and ankles until we are all curled up on the floor like a ball.
   (b) As the magic string starts to work again, we use our hands to rock us to our feet, still all curled up like a ball, then it straightens our knees and ankles (but they are not locked tight, they are still a little loose). Our feet are even, but the rest of us—back, shoulders, head and arms—are still bent. Next, the string works to pull in our tummies and goes right up through until our head is on top of our shoulders and our arms hang loosely.
   (c) If we took a stick and put it next to us, we would find that if the dolly is standing really straight, the stick would touch the tip of her ear, the center of her shoulder, the outside of her hip, knee, and ankle bone. Her toes point straight ahead, her knees are easy, and she isn't stiff like a tin soldier.

2) Picking up my toys

(a) One foot forward, bend the knees with the back rounded slightly and rock forward from the hips to pick up a toy or block from floor, the weight is over the other heel. Push off from the ball of the back foot to straighten the knees.

(b) Keeping the knees straight, bend from the back to pick up a block.

Ask the children which is easier.

3) Hanging up clothes

Kneel down to the basket when picking up the clothes. In reaching for the line keep the body straight and the feet apart, the weight even.

4) Writing or drawing at my desk

Have the children write their names or draw a picture using the following two methods:

(a) With the hips near the back of the chair rock forward from the hips keeping the tummy in and the shoulders straight, feet flat on the floor, forearms resting on the desk.

(b) Sitting forward on the chair, bend the upper back and shoulders to reach the desk.

Which is better?

5) Pushing daddy's car

(a) Push with the whole body.

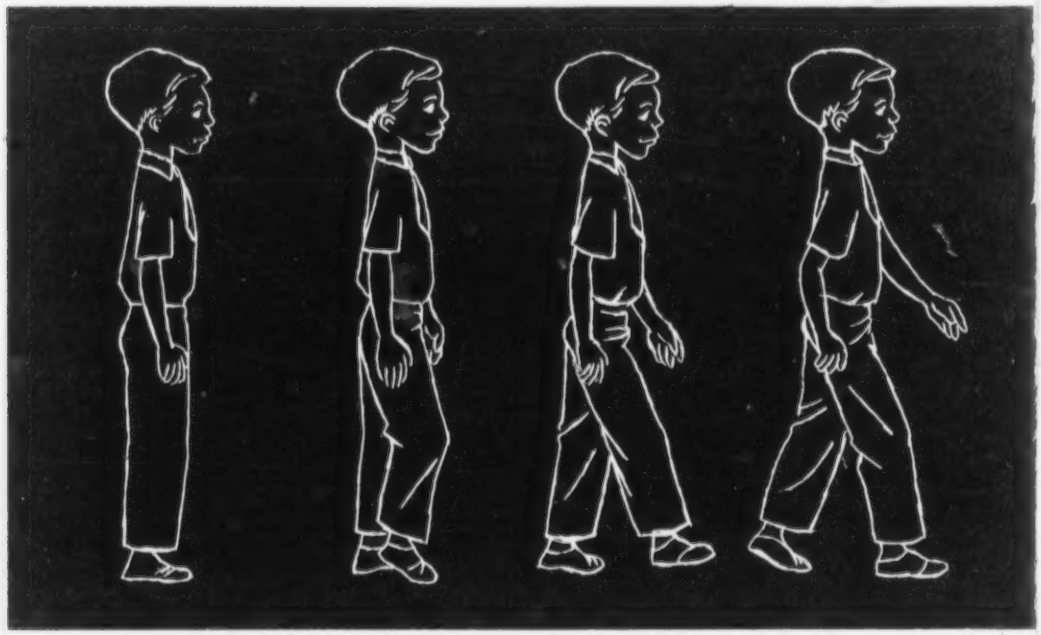
(b) Keeping in line from heel to shoulder one foot forward. Get force in push by straightening the legs and pushing through the feet, standing far enough away so that all parts of you, not just the arms are helping.

6) Climbing stairs
   (a) Keep the body straight.
   (b) Place the whole foot on the tread.
   (c) Don't bend the body forward.

7) Carrying heavy books
   (a) Carry books close to the body, the shoulders straight, the arms bent, the elbows close to the sides, the books resting against the upper trunk.
   (b) If carrying at the side, rest the books against the body. Extend one arm for balance and change sides frequently.

8) Shoveling snow
   (a) Avoid strain on the back by keeping the trunk straight.
   (b) Use the leg muscles and a transfer of the body weight to get lift. Use stride (feet apart) for better balance.

9) Lifting a heavy box
   (a) Squat with back straight, keep box close to the body. Lift by straightening legs and bracing the box against the thighs.



10) Jumping Jack

(a) Have the children jump 10 times, landing on flat of the feet.

(b) Then jump 10 times on the balls of the feet.
Which is better?

11) Falling

This can be practiced on a mat or on the grass when outdoors. Relax while falling and land on the thigh, rolling so that the arm and the shoulder in turn take the weight. When falling forward, let the weight be distributed with the arm sliding along the ground so that both the arms and body receive some of the impact.

12) Walking

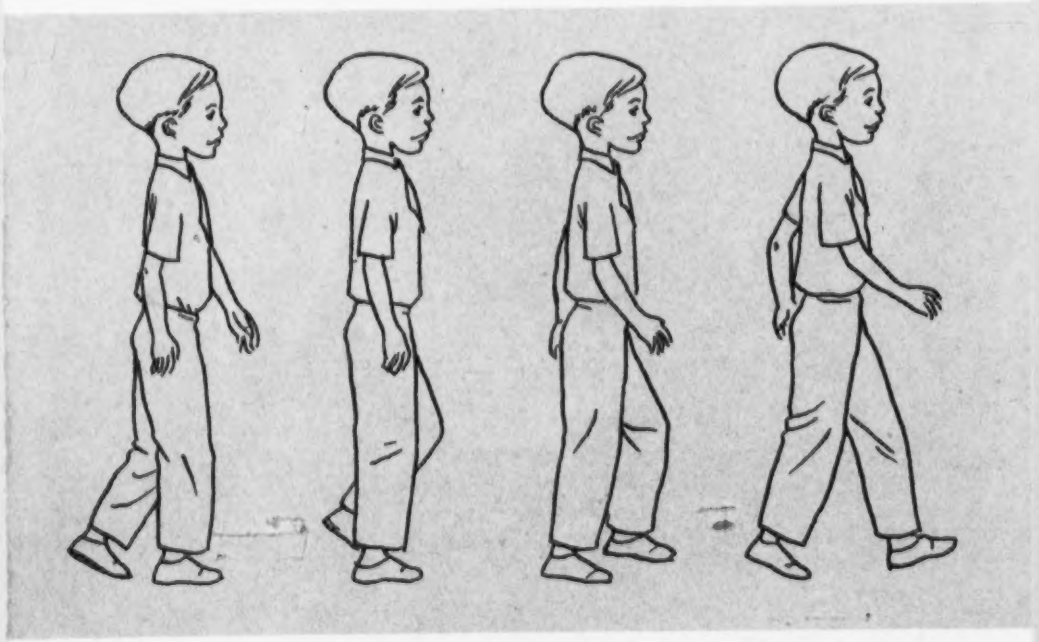
(a) Shift the weight from heel to toe.

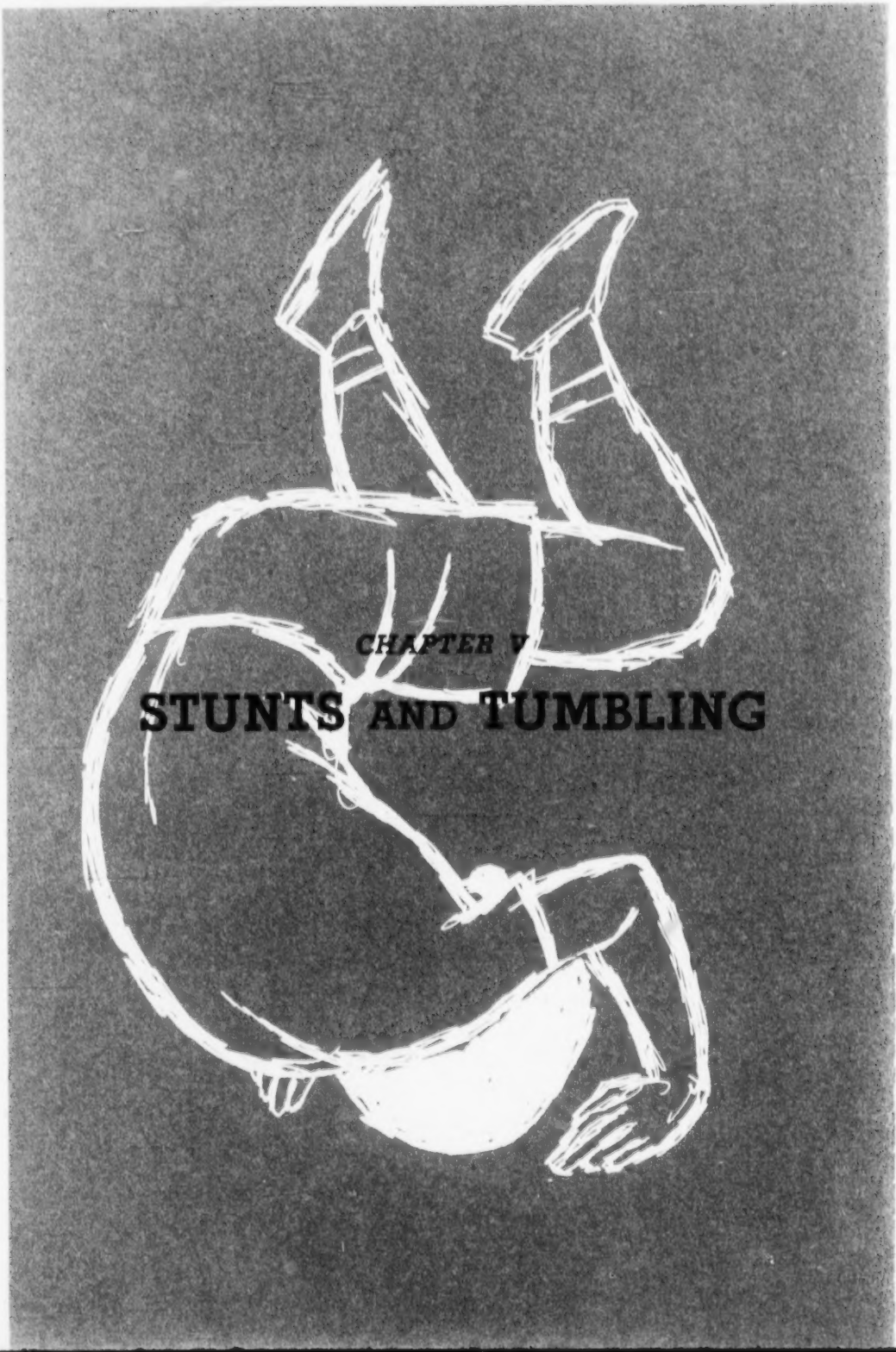
(b) Push off on each step from the toes of the rear foot.

(c) Keep the inner borders of the feet in a straight line.

(d) Swing the arms in opposition.

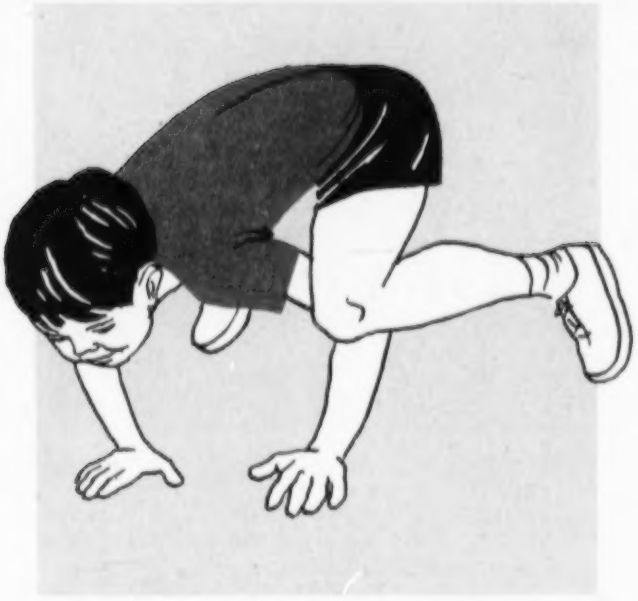
(e) Keep body balance.





CHAPTER V

STUNTS AND TUMBLING



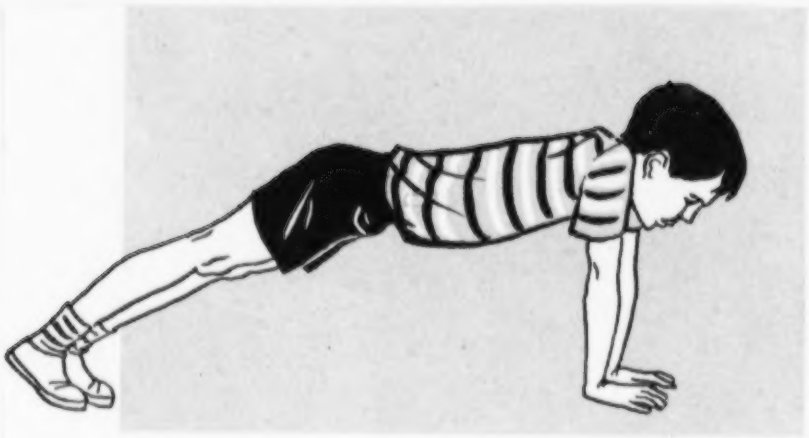
Stunts and tumbling activities involve balance, agility, strength, flexibility, coordination, and endurance. They provide opportunities for the child to measure his own ability and progress as well as measure his own accomplishments in comparison with those of his classmates.

All tumbling and many of the stunts should be enjoyed on mats. These mats should be not less than two or three inches in thickness in order to protect against injury. The classroom teacher, who has had little or no experience in this phase of physical education, should not attempt to teach these activities without assistance from the physical education teacher or consultant.

INDIVIDUAL STUNTS

Tip Up

From a squat position, the child places his hands on the floor, slightly more than shoulder width apart, elbows between knees. He then braces out with his elbows pressing into the crook behind his knees between the thighs and calves. Keeping his head up, he leans forward and lifts his toes from the floor.



Measuring Worm

The child places his hands on the floor, shoulder-width apart, and extends his legs to the rear, with his feet together, thus supporting his body on his hands and toes. The arms are straight, and the body is in one straight line from his head to his heels.

With his hands stationary and knees straight, he brings, by little steps, his feet up as close to his hands as possible. Then he keeps his feet stationary and moves his hands forward with little steps until he reaches the starting position. At no time should he allow his body to sag. As he repeats the activity several times, he progresses forward.

Snail

The child lies on his back, with both his hands on the floor at his sides. He attempts to raise his feet over his head, keeping his knees straight, and touch the floor behind his head with both his feet. The feet should be lowered to the floor slowly.

Coffee Grinder

The child places one hand on the floor and the other in an upright position. He straightens his legs, and walks around and around, using the hand on the floor as a pivot.

Spanker

The child lies on his back. He raises his body by pushing up with

his feet and hands. As he walks along the floor on his hands and feet, he raises first one hand and then the other, and spanks himself.

Bicycle Riding

The child lies on the floor with his feet high in the air. His back is supported by his hands, and the weight of his body is placed on his shoulders. With his feet and legs, he imitates the motions of riding a bicycle.

Indian Get-Up

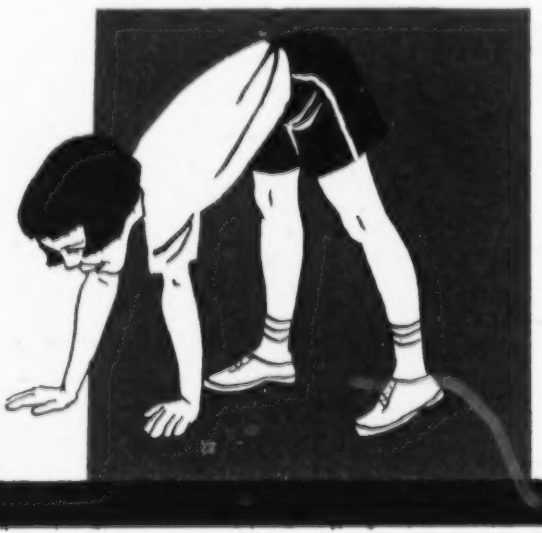
The child sits on the floor, with his arms folded shoulder high, and with his feet crossed. He rises to an upright position without losing his balance or unfolding his arms.

Rabbit Hop

The child bends his knees and places both his hands on the floor. He moves forward and brings his feet forward between his hands with a jump.

Elephant Walk

The child bends forward, keeping his knees straight, and places his hands flat on the floor in front of his feet. He walks forward and backward, keeping his knees and elbows straight at all times.

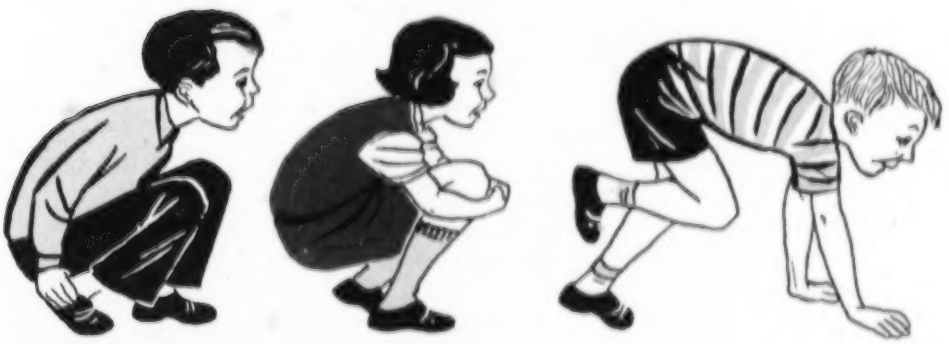


Walrus Walk

The child bends forward and rests the palms of his hands on the floor. His body is extended, with his toes touching the floor. He walks forward on his hands, dragging his feet without allowing his body to sag at the waist.

Chicken Walk

The child stands with his feet together. He squats low, spreading his knees apart. He puts his hands outside his thighs, and clasps his hands tightly in front of his legs below his knees. He walks about on the balls of his feet in a squat position. The clasping of the hands in front of the knees permits only very short steps.



Duck Walk

The child bends his knees in a squat position and grasps his heels with his hands. He walks on the whole sole of his foot, thus producing a wobbling movement.

Crab Walk

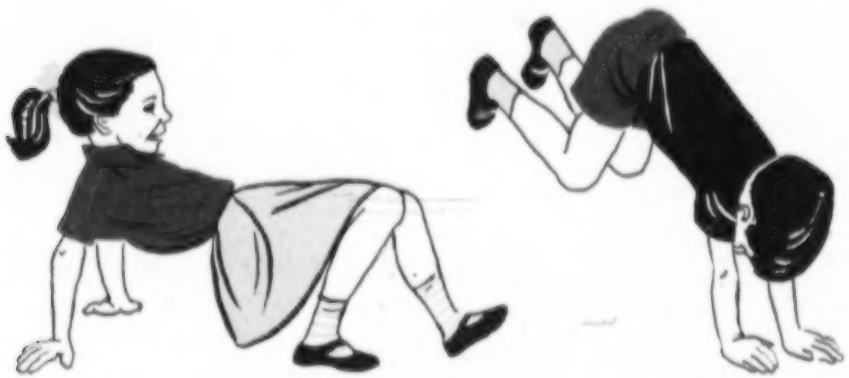
The child takes a squat position, reaches backward, and puts both his hands flat on the floor without sitting down. With his head, neck, and body in one straight line, and with his back toward the floor, he walks or runs.

Mule Kick

The child places his hands on the floor. He kicks his feet in the air to resemble the kicking of a mule.

Rocking Chair

The child lies on the floor with his face downward. He raises his legs and head high in order that he may grasp one of his ankles or feet in each hand. He rocks forward and backward.



Lame Dog

The child stands "on all fours," like a dog. He holds up one leg while he walks or runs on two hands and on the other leg In this activity the child should alternate the use of the legs.

PARTNER AND GROUP STUNTS

Chinese Get-Up

Two players sit on the floor, back to back, arms locked. Keeping their arms in locked position, they rise to a standing position. Immediately they return to the original sitting position, keeping arms locked. This is repeated several times.

Rocking Horse

Nos. 1 and 2 sit down facing each other and extend their feet forward so that No. 1's feet are between No. 2's. Then each sits on the other's feet, grasping hands. To rock, No. 1 leans backwards, lifting the legs up under No. 2, who has come to a semi-standing position by No. 1's action. No. 2, then sits down, leans back lifting his legs up, and No. 1 is brought to a semi-standing position. This is repeated rhythmically as many times as desired.

Teaching suggestions: To make the rocking successful, a certain momentum must be gained. No. 2 must not expect to be lifted to the standing position by No. 1's feet, but must gain a certain spring from the alternate rising and sitting down. Each, in turn, must follow the rising body with his feet.

Wheelbarrow

One child stands and holds the feet of another. The second child walks on his hands with legs held straight, as the handles of a wheelbarrow. When the child's legs are lowered, the weight should be placed on the feet.

Skin the Snake

Pupils stand in a single file, one behind the other, all facing the same direction. Spread feet apart. Place left hand between your legs and grasp with your right hand the left hand of the pupil in front of

you. The last pupil lies down. All others walk backwards, each pupil lying down, one after the other, until all are down. Coming back, the last pupil stands up and walks forward over the pupil in front and pulls him up at the same time. The other pupils follow until all are in their first position. Finish stunt with hands clasped as in the beginning.

TUMBLING
(use only with mats)

Forward Roll

From a standing position at one end of the mat, the child bends forward and separates his knees. He places his hands on the mat close to his feet with the fingers pointing straight ahead. He turns over, bearing the weight on the hands with the head tucked between his knees, and pushing from the mat with his feet. As the body begins to turn, the elbows bend, allowing the rounded body with flexed knees and tucked head to roll onto the shoulders and back, and finally to the feet.

Forward Roll Holding Ball

The child places a soccer, volleyball, or playground ball between his ankles and then executes a forward roll.

Backward Roll

From a position with the back toward the end of mat, full squat, the child tucks his head between his knees, the hands, palms up, above his shoulders. He holds this position as his body rolls backward onto a rounded back and shoulders. The hands bear the weight as the body turns over, an equal push from both hands is given as he attempts to gain the standing position.

The original rounded position of the body is retained throughout the roll.

SOURCE MATERIALS

A. FILMS AND FILMSTRIPS

There are many films available for teaching physical education because of public interest in dance and sports. Because of the wide variety, special care must be given in their selection. Although films are sometimes used merely for entertainment, they become educational only when used as such. The basic steps necessary when used for instructional purposes are preview, pre-planning, presentation, follow-up, and evaluation. A film should never be used as a substitute for teacher presentation but rather as a supplement. The greatest value gained from films is that they do reveal movement, which is basic to physical education teaching.

The classroom teacher and the physical education teacher will both need to have an active part in the use of all films and filmstrips to permit better integration with other areas of instruction.

Filmstrips are made on 35 mm. film, the same as motion picture film, with side-sprocketed holes. The pictures are usually in a continuous series and are often accompanied by recordings which give directions or explanations.

ALPHABETIC LIST OF FILMS

The producer of each film or filmstrip is named in the first credit line immediately following the title. Their addresses are listed at the end of the film section. All films listed are available in 16 mm., and unless otherwise indicated, are black and white, sound. Further information concerning sale and rental prices and sources of films may be obtained from the individual producers.

American Square Dance, 11 min. Coronet Films. 1947.

Relates the square dance to social dancing, teaches the positions of the dancers in relation to the calls, and defines terms. The swing, alemande, grand right and left, promenade, promenade the outside ring, right and left through and back, two ladies chain and back, four hands up and half around, and do-si-do are presented.

Archery for Girls, 10 min. Coronet Films. 1949.
Fundamental techniques of shooting: proper stance, nocking the arrow, the draw, the aim, and the loose are demonstrated and explained. Relaxation and practice are stressed.

Basketball for Girls—Fundamental Techniques, 10 min. Coronet Films. 1948.
Demonstrates fundamental techniques of ball handling, passing, and shooting. Emphasizes the value of practice and the importance of individual skill to team success.

Basketball Rules for Boys, set of six filmstrips, sale by set only. $25.00. Teaching Aids Service.
Include discussions of the game, violations, technical fouls, personal fouls, officiating, and a question and answer session.

Basketball Strategy for Girls, 11 min. $60.00. McGraw-Hill Book Co.
Demonstrates and explains the various types of offensive and defensive play in girls' basketball.

Beat Ball, 8 min. $1.50. Indiana University. 1951.
Two teams of junior high boys and girls play the game of Beat Ball. The diamond, the proper bases, and the type of balls that may be used are shown.

Beginning Sport Series I. Color, with records. Society for Visual Education, Inc.
Makes it easy to teach all sports. Multiple exposures, stop-action photographs, precise diagrams, in-play stills help demonstrate proper body coordination, form, and techniques of the game. Includes rules, equipment, and origins of each sport. Write for complete film list.

Beginning Swimming, 11 min. $60.00; color: $120.00. Coronet Films.
Basic techniques of swimming for beginners are demonstrated. Land and water drills involving kicking, breathing, floating, paddling, and stroking and pulling with the arm are practiced separately, then coordinated. The back float, back stroke, and breast stroke are also illustrated and explained.

Beginning Tumbling, 11 min. Coronet Films. 1946.
The various elementary stunts—rolls, stands, flips, etc.—are demonstrated singly and in combinations with emphasis on safety precautions.

Children of China, 10 min. $1.50. Encyclopedia Britannica Films, Inc.
Normal day of play, school, games, and chores.

Children of Holland, 10 min. $1.50. Encyclopedia Britannica Films, Inc.
Normal day and recreation in the lives of Dutch children.

Children of Japan, 10 min. $1.50. Encyclopedia Britannica Films, Inc.
Life at home, at school; playing baseball.

Here's Hockey, 11 min. $3.00. Contemporary Films.
Why hockey is so exciting to both spectators and players, from the earliest struggles with sticks and skates to big-league professional games.

Intermediate Tumbling, 11 min. Coronet Films. 1945.
Designed to follow "Beginning Tumbling," the film includes twenty stunts in handspring, balance, and somersault progressions. Many companion stunts are included, and safety spotting is shown throughout.

Navajo Children, 10 min. $1.50. Encyclopedia Britannica Films, Inc.
Winter life, spring morning, use of bows and arrows, little play.

One Potato, Two Potato, 24 min. $10.00. Contemporary Films.
Explores the world of town games—shows what London children do, how they amuse themselves, and the uncanny skill and lore which they pass on from age to age. An entrancing picture for American children of their British counterparts.

Perfect Control, 9 min. $23.95. Castle Films.
Immortal Babe Ruth takes to the diamond with a classroom of eager students, and shows them how to throw curves and fast balls, how to place hit to right and left fields.

Play in the Snow, 10 min. $1.50. Encyclopedia Britannica Films, Inc.
Three children playing at making a snow man, playing fox and geese; stresses safety in snow.

Play Volleyball, 20 min. $3.00. Association Films.
Skills of serving, receiving, passing, setting-up, and blocking. Stop-action shots and slow-motion clarify essentials of each skill. (In some respects departs from latest rules but still a highly effective teaching and instructional film.)

Playground Safety, 10 min. $60; color: $120. Coronet Films.
Safety rules are explained to all ages of children.

Playground Safety, two color filmstrips: $7.00; each strip: $4.50. Bailey Films. 1959.
Series portrays primary school children participating in safe playground apparatus procedures and suitable activities for apparatus play. Pieces of apparatus shown include the climbing tree, horizontal bars, and low bar.

Primary Safety: In the School Building. 1 reel: $60.00; color: $120.00. Coronet Films.
When it is Bill's turn to be the Safety Guide in his classroom, he uses a STOP sign to call attention to any action that is dangerous and a GO sign to point out the performance of good safety practices. The game makes safety habits fun for the whole class and helps the children learn good practices in the school building.

Primary Safety: On the School Playground. 1 reel: $60.00; color: $120.00. Coronet Films.
Pete knows that the right way to do things is the safe way, and there is a right way to swing, to play on the traveling rings, to see-saw, to play ball, and to slide. Children on the playground demonstrate good safety practices that apply wherever children play.

Rope Skipping, 11 min. Color. Gordon Hathaway.
Demonstration in graded sequence of the fundamental skills and advanced combinations used in rope skipping as a competitive or recreative activity. Should serve to introduce and stimulate an interest in rope jumping activity.

Simple Stunts, 11 min. Coronet Films. 1946.
Gives a detailed explanation and illustrations of simple stunts for strength, stunts for skill, and stunts with sticks. Safety precautions are emphasized throughout the film as the techniques and benefits of entertaining variations on simple stunts are demonstrated.

Skip to My Lou, 5 min. $1.50. Indiana University. 1951.
Teaches how to play this singing game. Demonstration by a fifth grade group of boys and girls. Fundamental steps are taught to the group; then the audience learns the words and music of the game by singing with the pupils and by pop-in word animation on the film.

Soccer for Girls (revised), 11 min. Coronet Films. 1962.
Demonstrates the basic skills of soccer, with close-ups and slow-motion, using skilled girl players. Includes the various kinds of traps, dribbles, and passes, and their applications to game situations.

Softball for Boys, 10 min. $50.00; color: $120.00. Coronet Films.
Analysis of individual player skills, and of team play.

Softball for Girls, 11 min. (color and b&w) Coronet Films. 1948.
Fundamental softball skills of throwing, catching, batting, and fielding. Individual player's skill and coordinated teamplay are pointed out.

Softball Fundamentals for Elementary Schools, 11 min. $3.00. Bailey Films, Inc. 1958.
A class of boys and girls learns to play softball—techniques such as where to stand, how to hold the ball, pitching stance, control of the ball, selecting the proper bat, catching a fly, judging height and speed of the ball, and fielding a grounder. Rules of the game are outlined during play, and safety measures are stressed.

Squirrel in Trees, 5 min. $1.50. Indiana University. 1951.
Film demonstrates how a teacher would present this game to a second grade group, utilizing the characteristics of this age.

Three Deep, 6 min. $1.50. Indiana University. 1951.
Fourth grade boys and girls are shown forming a double circle to play this active game. The general rules and the alternates for running across the circle are demonstrated and fair play is emphasized. Two variations of the game are given.

They Grow Up So Fast, 27 min. Color: $135.00. American Association for Health, Physical Education, and Recreation.
The activities pictured range from the first to the 12th grade. Emphasis is placed upon the need for a variety of activities and for recreational skills. The needs of children and the ways in which physical education helps to meet these needs is constantly stressed throughout the film.

This Is Baseball, 9 min. $23.95. Castle Films.
Shows the stars in action at spring camps, displaying the training tricks that make champions. Includes a trip to the Baseball Hall of Fame.

Volleyball Techniques for Girls, 12 min. $60.00. McGraw-Hill Book Co.
Demonstrates a variety of basic playing skills, making liberal use of animation and slow-motion photography.

FILM PRODUCERS

American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington 6, D.C.

Association Films, Inc., Broad at Elm, Ridgefield, N.J.

Bailey Films, Inc., 6509 DeLongpre Ave., Hollywood 28, Calif.

Castle Films, Distributor—United World Films, Inc., 1445 Park Ave., New York 29, N.Y.; 542 S. Dearborn St., Chicago 6, Ill.; 6610 Melrose Ave., Los Angeles 38, Calif.

Contemporary Films, 267 W. 25th St., New York 1, N.Y.

Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill.

Encyclopedia Britannica Films, 1150 Willamette Ave., Willamette, Ill.; 202 E. 44th St., New York 17, N.Y.; 5625 Hollywood Blvd., Hollywood, Calif.

Gordon Hathaway, 4 Walnut St., Exeter, N.H.

Indiana University, Audio-Visual Center, Bloomington, Ind.

McGraw-Hill Text-Films, 330 W. 42nd St., New York 36, N.Y.

Society for Visual Education, 1345 Diversey Parkway, Chicago 14, Ill.

Teaching Aids Service, Inc., 31 Union Square West, New York 3, N.Y.

United World Films, Inc., 1445 Park Ave., New York 29, N.Y.

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A Directory of 2660–16 mm. Film Libraries, 1953, 50¢. Available from Supt. of Documents, Government Printing Office, Washington 25, D.C.

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